

Civil Air Patrol

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# Values For Living

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**Moral Leadership Guide**



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# PREFACE

## For Use Within DoD

This booklet is part of a series of moral leadership lessons written annually for use within the Civil Air Patrol (CAP), the official auxiliary of the United States Air Force. Air Force and other Department of Defense (DoD) chaplains may use this material freely within chapel youth programs and other character-building programs they offer. In fact, some of this material expands and complements the basic Air Force Core Values Program. Permission to use this material outside the CAP-USAF community must be obtained from the National Staff Chaplain, HQ CAP-USAF/HC, 105 S. Hansell Street, Maxwell AFB AL 36112-6332.

## Topics for Cadets

*Values for Living* is primarily published for CAP chaplains and moral leadership officers (MLOs) to develop a systematic values enrichment program for CAP cadets. For this process to be meaningful for the cadets, a continuing effort is made to select topics and concerns that will be of interest. Cadets will form certain attitudes and beliefs on many of these topics regardless of this material. However, this material is written to provide them with factual information when discussing the selected topics and formulating their own values. The aim of these lessons is to help develop thoughtful, morally responsible citizens.

## The Basis for Values

Forming a basic system of values is a difficult process for all young people. Family, school, religion, and other experiences directly influence the way we develop values. In adolescence, youth move from simply accepting beliefs and practices of their family and cultural environments to the practice of thinking about and discussing their values with others. The value system they develop becomes the basis for consistent moral choices, both in their own individual lives as well as in leadership roles they may assume.

## Format of Material

The format of these lessons is designed for use in small groups. Each lesson targets a specific theme. A chaplain or MLO opens the session with brief “OPENERS” to stimulate interest in the topic. These openers are then discussed in small groups using the “DISCUSSION PROBES” to encourage sharing at a deeper level. As the group discussion begins to wind down, “CONCLUSIONS” are given that will help focus major issues usually associated with the topic. The session ends with the chaplain or MLO summarizing the discussion with “BRINGING IT HOME” statements.

### **Commander's Role**

Chaplain Service personnel are tasked with ensuring that the Moral Leadership Program is effectively managed. Commanders, however, must provide opportunities for moral leadership seminars to occur. Cadets must be given time for moral leadership in accordance with CAPR 52-16, *Cadet Program Management*. Even during cadet encampments, 3 of the 40 hours of encampment instruction must be devoted to moral leadership. (Ref: CAPR 52-16, Chapter 5.)

### **Cadets are the Leaders**

Even though chaplains and MLOs are tasked with overseeing the quality of moral leadership training, cadets implement the program. This gives chaplains and MLOs an opportunity to help cadets develop leadership skills. The chaplain/MLO needs to understand—and help cadets involved as group leaders to understand—the ethical or moral values that each lesson communicates. A cadet leading a *Values for Living* group must be involved in advance planning so he or she is aware of the desired outcomes. Cadets are responsible to lead their own group discussions and to record results of those groups. (Ref: CAPR 52-16, Chapter 2, requires cadets to serve as discussion leaders as part of their training.)

### **Chaplain/MLO Serves as “Coach”**

Although the chaplain/MLO opens and closes the moral leadership session, they serve as coaches “behind the scenes” so that cadets are equipped properly to lead the small group discussions. The chaplain/MLO must be cautious about taking a too active involvement in the session. When the chaplain takes over, the cadets are quickly forced into a passive role and “sit it out” while the chaplain takes center stage. When this happens, cadets get turned off and the goals of the program are not met.

### **A Cadet Program**

In order to emphasize the necessary activity of the cadets in the Moral Leadership Program, we speak of it as a CADET program. When properly motivated, cadets are eager to have the opportunity to become involved in the process. In the eyes of the cadets, however, they frequently see it as a chaplain program. Cadets realize in a practical way, that in the preparation for and in leading small group discussions, it is the chaplain/MLO who plays a pivotal role behind the scenes. When the cadets have exhausted their discussion, and when they have had the opportunity to speak and be heard, they are usually eager to listen to the “bringing it home” portion of the seminar where the chaplain/MLO summarizes the important values covered in the discussion.

## What a Moral Leadership Session Looks Like

In summary, the ideal moral leadership session has the following elements:

### The People Involved

#### 1. The People Involved.

##### a. Chaplain or MLO.

A chaplain or MLO serves as an advisor rather than as the person who puts on the program. Prior to the actual session, the chaplain/MLO meets with the session group leaders and recorders to plan the lesson. The chaplain/MLO leads the planning team for each session and helps designated cadets assume the role of group leader or recorder. The chaplain/MLO makes sure that the room is setup before the cadets arrive.

##### b. Cadet Group Leader.

A cadet leader leads the small group where the moral leadership topic is discussed. When a larger number of cadets are present, several groups may be formed. A cadet leader is needed for each group. The cadet leader(s) meets with the chaplain/MLO on one or more occasions prior to the lesson to understand the topic and know the desired outcome. The cadet leader(s) actually presents the majority of the *Values for Living* topic. See Attachment A, *A Guide for Cadet Discussion Leaders*.

##### c. Cadet Group Recorder.

A cadet recorder is used to summarize small group discussion. When a large group of cadets are involved in a session, a cadet recorder is needed for each discussion group. CAPR 52-16, Chapter 3, requires cadets to serve as recorders as part of their training.

### The Process

#### 2. The Process.

##### a. Planning the Session.

For a lesson to be effective, the chaplain/MLO must do advance planning. See Attachment B, *Planning Guide for Values for Living Seminar*. Be sure to identify your group leaders in advance of the lesson so they can think about the theme and discussion probes before they sit down to lead their small group. It is also important to prepare a timeline so you know how many minutes you will spend opening the session, how long there will be for small group discussion, and how much time is allocated for concluding comments. See Attachment C, *Sample 1-Hour Timeline for Moral Leadership Session*.

## Openers

### b. Opening the Lesson.

The chaplain or MLO sets the stage for the seminar by introducing the topic to everyone present. The way the topic is presented will largely determine the enthusiasm cadets will have when the subject is discussed. In addition to the openers in *Values for Living*, chaplains/MLOs are encouraged to create their own "OPENERS" from newspapers or other current events.

## Small Group Discussion

### c. Small Group Discussion.

The size of each group depends on the number of cadets involved. Group size can vary from five to six cadets. When enough cadets are present, it is advisable to form groups according to the age of cadets. The experience of a sixth grader is vastly different than that of an older teen. Each group should have a cadet discussion leader and a cadet recorder. Be sure cadets sit in a circle so they can see one another during the discussion.

The leader of each group should keep the group focused on the topic. The leader should attempt to involve everyone in the group discussion (Attachment A.) The chaplain/MLO should make copies of it to give to each group leader in advance of the discussion. This will help cadets be prepared to successfully lead the group.

During the discussion, the cadet recorder makes notes of the main points that were shared. The recorder usually makes no mention of the names of members, but includes only the content of the discussion. The recorder simply needs to write short statements about what was discussed and report this to the larger group when asked.

## Closure

### d. Closing the Lesson.

Approximately 3 minutes prior to closing the group discussion portion of the lesson, the chaplain/MLO should announce that 3 minutes remain before group discussion ends. This gives cadets an opportunity to bring closure to their discussion. Conclusion statements to be used by the cadet discussion leader are found in each lesson. When the time is up, the chaplain/MLO asks each group recorder to report the major items that were discussed. This is an excellent opportunity for cadets to see their ideas shared by others. The chaplain/MLO can link together the main reported by the group recorders. The question may be asked, "What similarities can you see in these concerns?" This is especially helpful to encourage cadets to listen to each other. The chaplain/MLO then uses the "BRINGING IT HOME" statement to leave an impact with the cadets and emphasize the importance of values.

## **Record Keeping**

### e. Doing the Record Keeping.

No job is complete until the record-keeping duties are done. At the conclusion of a moral leadership session, the chaplain/ MLO needs to be sure to accurately record which cadets served as group leaders and group recorders. This information is important for cadets to be considered for promotion. It is important for each cadet, who completes a moral leadership lesson to be given a certificate showing successful completion. See Attachment D, *Certificate of Achievement*.



# EXCELLENCE

## THEME: WHY NOT THE BEST?

### OPENERS:

1. Excellence is the state of being “first class;” being eminently good; being of great worth. Excellence indicates a high degree or the highest degree of good qualities. –Webster’s Third International Dictionary.
2. Excellence may involve an individual, a team, a club, and/or a CAP unit.
3. The achievement of excellence requires both a widespread competence among people and an environment which encourages and enables the expression of that competence. –Jay Hall, *The Competence Connection: A Blueprint for Excellence*.
4. Doing the best at this moment puts you in the best place for the next moment. –Oprah Winfrey.
5. Excellence does not include being mediocre or “middle of the pack.”
6. The problem is mediocrity is fast becoming the by-word of our times. Every imaginable excuse is now being used to make it acceptable, even preferred . . . Conformity is too easy. Mediocrity is too safe. Too many settle for less than their best. –Sheila E. Widnall, former Secretary of the Air Force.
7. Officers who are committed to excellence in the performance of their personal and professional responsibilities strive to do their best in everything they are capable of accomplishing. They measure their self-esteem and sense of accomplishment not by comparing their works with those of other people, but by noting their achievements, based on a realistic assessment of what they are capable of accomplishing. –A character development outcome for cadets at the Air Force Academy.
8. Hall of Fame baseball players failed in two out of three times at bat; Michael Jordan made only about one out of two field goal attempts; and Terrell Davis, the Denver Bronco running back, is tackled more than nine out of ten times he runs the football.
9. Excellence is not to be equated with perfection.
10. Excellence is not an act but a habit. –Thomas J. Barry, *Excellence Is a Habit*.
11. Most people have a desire to look at the exception instead of the desire to become exceptional. John C. Maxwell, *Developing the Leader Within You*

12. Achievement is largely the product of steadily raising one's levels of aspiration and expectation. –Jack Nicklaus, professional golfer.

### **DISCUSSION PROBES:**

1. Discuss what situations or circumstances keep people from doing their best.
2. Discuss how you feel when your best effort is not rewarded. Identify places in your CAP experience where this has been the case. How can this problem be solved?
3. Discuss how you feel when you are told, “You can do better,” after you have given your best effort.
4. Discuss the differences between an “excellent” performance and a “perfect” performance. List the differences between the two.
5. Discuss to what extent a gymnast or an ice skater, that receives a score of 7.5, is “excellent.”
6. Discuss the problems physically challenged or mentally challenged people face when they are encouraged to pursue excellence.
7. View and discuss Garth Brooks’ video of *Standing Outside the Fire*. What do you learn from this video?
8. Discuss situations in which excellent performance may result in loss or failure.
9. Discuss why someone would deliberately try to do less than his or her best. Is this behavior ever justified?
10. If you “meet the standard” on an evaluation, have you achieved excellence?

### **CONCLUSIONS:**

1. Excellence does not necessarily require perfection.
2. We must avoid the pitfalls of hollow rhetoric. The pursuit of excellence requires substance. Exhortations to excellence alone create a vacuum. Without a clear blueprint for the achievement of excellence, we are set up for failure. –Jay Hall, *The Competence Connection: A Blueprint for Excellence*.
3. Always be a first-rate version of yourself, instead of a second-rate version of someone else. –Judy Garland, actress.
4. Heroes and winners aren't the same thing. –Michael Kevin Farrell.

5. Getting ahead in a different profession requires avid faith in yourself. You must be able to sustain yourself against staggering blows. Some people with mediocre talent, but with great inner drive, go much further than people with vastly superior talent. –Sophia Loren, actress.

6. Don't bother to be better than your contemporaries or predecessors. Try to be better than yourself. –William Faulkner.

7. Excellence makes people great. People who pursue it do so because of what is in them, not because of what others think or say. –Sheila E. Widnall, former Secretary of the Air Force.

### **BRINGING IT HOME:**

1. Write out a list of your activities in which you will settle for nothing less than excellence. Evaluate whether or not you are being realistic and make adjustments accordingly.

2. Decide to encourage one CAP member who you believe can achieve at a higher level. Make specific plans to assist this person to pursue excellence in CAP.

3. Think about those areas in CAP in which you are not excellent in your own judgment. Make a list. Take one area at a time and seek to improve your performance.

4. As a CAP unit, volunteer to assist in the Special Olympics or similar events in your area.

## MORAL CHOICES

**THEME: DOING THE RIGHT THING.**

**OPENERS:**

1. A decision is the timely choice or selection of a course of action. –Bruce Becker, *Decisions*.
2. A moral decision is about how we treat people, including ourselves. Treating people unfairly and unlovingly–this is what moral wrong is. Treating people fairly and lovingly–this is what moral right is. –Lewis Smedes, *Choices: Making Right Decisions in a Complex World*.
3. Moral rules tell us ahead of time what to do.
4. Making right choices regularly can become a good habit.
5. Do the right thing. –Logo on a T-shirt.
6. Many religions and philosophies believe that being just or fair and caring about or loving people, including yourself, are two absolute moral rules.
7. If you make the right choice, you will not always make everyone happy.
8. Some choices are not as important as others are.
9. All rules are not absolute.
10. Decisions have consequences.
11. The single most important factor in making good decisions is to know your goals. –Bruce Becker, *Decision*.
12. The temperate man does the right thing in the right way at the right time. –Aristotle, *Nichomachean Ethics*.
13. In America, there are no external standards. Each of us pursues a lifestyle and marches to his own drummer. We pursue a standard of absolute freedom where only the individual decides what is right or wrong. –John E. Murray, Jr., from an essay in *The Content of American Character*.
14. Deliberation is the act of weighing and balancing the reasons for and against each option in order to select the one best suited to your needs. –Bruce Becker, *Decisions*.

## **DISCUSSION PROBES:**

1. Some people make certain choices because the choice makes them or someone else feel good. Discuss choices that you or your friends have made that have resulted in good feelings but, upon reflection, turned out to be bad choices.
2. Discuss why you think some CAP cadets consistently make bad choices. Make a list of the most frequent reasons why they mess up.
3. Discuss how fear of the unknown makes decision making difficult. Because of uncertainty about the future, what are some of the problems that arise for you in making a good decision?
4. Discuss the consequences of decisions that cannot be reversed.
5. “Don’t sweat the small stuff.” Discuss this quote. Why do so many people worry excessively about decisions that involve insignificant matters? Make a list of the “small stuff” that gets too much attention from CAP cadets.
6. Discuss how making a bad choice helped you learn the value of making good choices.
7. Discuss who you ought to talk to and what sources you ought to consult before making a tough decision.
8. Discuss where you get the courage to make tough moral decisions.

## **CONCLUSIONS:**

1. A choice is not made until you act on it.
2. To delay too long and not decide actually results in a decision. To put it differently, not to decide is to decide!
3. Being morally wrong is not the same as displeasing people or making them angry. And doing the right thing—in the moral sense—is not the same as doing things that please people.  
—Lewis Smedes.
4. Morality is not about fitting into society’s values. Morality is only about living in a way that respects people’s rights and cares for people’s needs. —Lewis Smedes.
5. If you really want to be fair and if you really want to be loving to people, you have to let the results of your actions tell you whether, in real life, you are in fact being fair and loving for them.  
—Lewis Smedes.
6. Make sure you are willing to accept the consequences of your decisions.

7. Lord, I have to make a choice, and I'm afraid that I may make the wrong one. But I have to make it anyway; and I can't put it off. So I will make it, and trust you to forgive me if I do wrong. And, Lord, I will trust you, too, to help make things right afterward. Amen. –A prayer of Soren Kierkegaard.

8. Take time to deliberate; but when the time for action arrives, stop thinking and go in. –Andrew Jackson.

9. A double-minded man is unstable in all his ways. –James 1:8.

10. Refuse the evil, and choose the good. –Isaiah 7:15.

### **BRINGING IT HOME:**

1. In the light of this lesson on making choices, write out the steps of your decision making process. Make changes that will enable you to make better decisions. You might want to compare your approach with the following one:

- State your objective.
- Develop alternative approaches to reaching your objective.
- Identify positive and negative consequences of each approach.
- Weigh the consequences of each approach.
- Consult with your parents and other wise persons.
- Select the best alternative.
- Implement the chosen approach.

2. Visit Court TV online at [www.courttv.com/choices](http://www.courttv.com/choices). They have a series entitled *Choices and Consequences* that discusses choices facing 10- to 15-year-olds. You may want to suggest some of these cases for your CAP *Values for Living* sessions.

3. Many young people make decisions that lead to bad habits that are hard to break. If you have become frustrated trying to overcome a bad habit begun with a bad decision, contact a trusted and qualified professional. Your parents or CAP leaders can help you.

# RESPONSIBILITY

**THEME: BEING ACCOUNTABLE FOR YOURSELF AND OTHERS.**

**OPENERS:**

1. Responsibility entails my willingness to be accountable for my choices, decisions, and behavior. –Nathaniel Branden, *Self-Reliance and the Accountable Life*.
2. Human beings are responsible for their own lives. Our behavior is a function of our decisions, not our conditions. We have the initiative and responsibility to make things happen. Responsibility is the ability to choose your response. Highly proactive people . . .do not blame circumstances, conditions, or conditioning for their behavior. –Stephen Covey.
3. If a leader is to inspire self-responsibility in others, he or she must be perceived to:
  - Take responsibility for every choice, decision, and action without blaming or finding alibis.
  - Be fully accountable for all promises and commitments.
  - Be able to bounce back from defeat, setbacks, or adversity and continue moving toward goals rather than surrendering to despair. –Nathaniel Branden.
4. If I had to come up with one word to define leadership, I would say responsibility. –General Curtis E. LeMay.
5. The enlisted force should pride itself on looking good and should discipline itself to the standards. Adhering to established standards is very important because not following them—not being disciplined—can cost an airplane, a life, a million dollars. –CMSAF James M. McCoy, former Chief Master Sergeant of the Air Force.
6. The only effective way to teach responsibility to younger people is by making them accountable for the small things, day in and day out. –Coach Pat Summit.
7. But a leader has to earn that title. You have to gain the respect of those around you with your actions. You have to be consistent in your approach whether it's basketball practice, a sales meeting, or dealing with your family. –Michael Jordan.
8. When General Colin Powell graduated from high school, he applied for a job on the assembly line at a soft drink plant. Because he was African-American, he was given a position as a custodian. The management, however, was so impressed by his responsibility that he was the first black promoted to the assembly line and eventually to a supervisory position.
9. When Coach Paul “Bear” Bryant’s Alabama teams lost, he would not criticize them publicly, but would indicate that he had not coached effectively; in other words, he took responsibility.

10. In order to grow, you must accept new responsibilities, no matter how uncertain you may feel or how unprepared you are to deal with them. –Coach Pat Summit.

11. I dwell on the fortunate things that are happening to me—the possibilities. –Christopher Reeve.

12. Blaming others, circumstances, parents, or God is often a way of finding alibis and not taking responsibility.

### **DISCUSSION PROBES:**

1. Discuss the ways in which responsibility relates to the Air Force core values: integrity first, service before self, and excellence in all we do?

2. Describe a responsible leader. List the main characteristics of a leader.

3. Contrast your feelings when you have acted irresponsibly and responsibly?

4. Discuss how your CAP unit members can become more responsible to the unit and to one another.

5. Describe a situation where you and a number of other people had to rely upon each other for mutual safety or to accomplish an important task. How did you feel? What did you learn?

6. “I try but, you know, things happen.” Discuss how people say this as a way of pointing responsibility away from themselves.

7. Discuss how the story of Adam and Eve in the Garden of Eden pertains to the issue of responsibility.

### **CONCLUSIONS:**

1. All of us have to remember the brave people who went before and upon whose backs we climbed....As we have climbed on the backs of others, so we must allow our backs to be used for others to go even higher than we have. –General Colin Powell.

2. Because of what we do, our standards must be higher than those that prevail in society at large... In the end, our behavior must merit [the American people’s] trust, respect, and support. –General Ronald R. Fogleman.

3. Accountability is essential to personal growth, as well as team growth. How can you improve if you are never wrong? If you don’t admit a mistake and take responsibility for it, you’re bound to make the same one again. –Coach Pat Summit.

4. I am responsible for my life and actions in all of those areas and issues open to my choice.



–Nathaniel Branden, *Self-Reliance and the Accountable Life*.

5. A leader can't make any excuses. There has to be quality in everything you do. Off the court, on the court, in the classroom.... You have to transfer those skills, that drive, to whatever environment you are in. –Michael Jordan.

6. Cancer and cardio-vascular illness are influenced genetically, but can be affected significantly by exercise, diet, tobacco, alcohol, and stress management. –Ricki Lewis.

7. More and more of the decisions, which affect human lives, will be scientific decisions. They must not be made by persons who are not equipped to understand the moral consequences.

–Aaron Ihde

8. We are not engaged in another job; we...serve as guardians of America's future. By its very nature, this responsibility requires us to place the needs of our service and our country before personal needs. –General Ronald R. Fogleman.

9. The fault, dear Brutus, is not in the stars, but in ourselves. –Shakespeare.

10. Responsibility equals accountability equals ownership. And a sense of ownership is the most powerful weapon a team or organization can have. –Coach Pat Summit.

### **BRINGING IT HOME:**

1. Observe examples of responsibility in people you admire.

2. Take inventory of your own responsibility for your performance in school, in CAP, in athletics, your health, and your career. Establish goals for improvement, maintaining a journal to record the progress.

3. Study examples of responsibility in books such as William J. Bennett's *The Moral Compass*, *An American Army of Two*, *The Sleeping Sentinel*, and *Man Enough for the Job*.

4. For attacking single-handedly a formation of more than thirty German fighters, Lt Col James H. Howard became the only World War II fighter pilot to receive the Medal of Honor for aerial combat over Europe. How did he do it? He said, "I seen my duty, and I done it."

5. Focus on finding solutions and not on assigning blame.

6. Know what are and what are not your responsibilities.

## HOMELESS YOUTH

**THEME: NO PLACE TO CALL “HOME.”**

**OPENERS:**

1. A homeless youth lacks a fixed, regular, and adequate nighttime residence and has a primary nighttime residency that is:

- a supervised publicly or privately operated shelter designed to provide temporary living accommodations,
- an institution that provides a temporary residence for individuals intended to be institutionalized,
- or a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings. –Stewart B. McKinney Act, 42 U.S.C. 11301.

2. The McKinney Act's definition of homelessness serves large, urban communities, where tens of thousands of people are literally homeless. However, it may prove problematic for those persons who are homeless in areas of the country, such as rural areas, where there are few shelters. People experiencing homelessness in these areas are more likely to live on the street than in a shelter, and more likely to live with relatives in overcrowded or substandard housing. –U.S. Department of Agriculture, *Rural Homelessness: Focusing on the Needs of the Rural Homeless*.

3. One of the fastest growing segments of the homeless population is families with children. Families with children constitute approximately 40% of people who are homeless. More than 75% of these are composed of single families headed by women. –*American Journal of Public Health*.

4. Poverty and lack of affordable housing are the principal causes of family homelessness. The number of poor people increased by 41% between 1979 and 1990; families with children under 18 accounted for more than half of that increase. –U.S. House of Representatives, 1992.

5. A government survey of 30 U.S. cities found that in 1998 children accounted for 25% of the homeless urban population and unaccompanied minors accounted for 3% of the urban homeless population. –U.S. Conference of Mayors, 1998.

6. The same survey of 30 U.S. cities found that 32% of requests for shelter by homeless families were denied in 1998 due to lack of resources. Moreover, 88% of the cities surveyed expected an increase in the number of requests for emergency shelter by families with children in 1999. –U.S. Conference of Mayors, 1998.

7. Homeless youth are individuals under the age of eighteen who lack parental, foster, or institutional care. Estimates of the total number of homeless youth nationwide range between

100,000 on any given night to 2 million per year. –*Knowing were the Fountains Are: Stories and Stark Realities of Homeless Youth*.

8. Some youth may become homeless when families suffer financial crises resulting from lack of affordable housing, limited employment opportunities, insufficient wages, no medical insurance, or inadequate welfare benefits. These youth become homeless with their families, and may later be separated from them by shelter, transitional housing, or child welfare policies.

–*American Journal of Public Health*.

9. Residential instability also contributes to homelessness among youth. A history of foster care has been found to correlate with becoming homeless at an earlier age and remaining homeless for a longer period of time. –*Web of Failure: The Relationship between Foster Care and Homeless*.

10. Some youth living in residential or institutional placements become homeless upon discharge; they are too old for foster care but are discharged with no housing or income support.

–*Homeless Youth on Their Own*.

11. The average cost to a family for a Habitat For Humanity home in the United States is \$30,000 plus 500 hours of "sweat equity." Typical payback on a loan is \$150 a month, manageable even on a very low income. –Habitat for Humanity.

## **DISCUSSION PROBES:**

1. When families become homeless, they are often forced to move frequently. Length-of-stay restrictions in shelters, short stays with friends and relatives, and /or relocation to seek employment make it difficult for homeless children to attend school regularly. Discuss some of the problems that these children might have enrolling in schools. Do you know any young people in this situation? Share some of the problems they faced?

2. Without an opportunity to receive an education, how can homeless children acquire skills? How does this contribute to the poverty cycle?

3. Homelessness and poverty are inextricably linked. Poor families are often one illness, one accident, or one layoff from living on the street. Poor people are frequently unable to pay for housing, food, childcare, health care, and education. Difficult choices must be made when limited resources cover only some of these necessities. Put yourself in this situation. How would you rank your priorities for your basic human needs for you and your family? Where would you place housing? Discuss this dilemma.

4. According to one study by the Family and Youth Services Bureau of the U.S. Department of Health and Human Services, disruptive family conditions may be the principal reason that young people leave home. More than half of the youth interviewed during shelter stays reported that their parents told them to leave or knew that they were leaving and did not care. Can you think of some situations where you would consider leaving your home?

5. One study by the National Coalition for the Homeless found that roughly one-fifth of youth admitted to shelters reported physical abuse, one-fourth of youth admitted emotional abuse, and one-fourth to one-third reported neglect. Do these percentages surprise you? Do you feel like they are high or to low?

6. Monica, age 14, tells her story. I don't like living in the shelter very much even though the people who work here are very good people and all. But it's embarrassing to live here. I didn't tell any of my old friends where I was going when I moved. I can't invite my new friend over or have them call me on the phone because then they would know I am living in a shelter. I used to have my own room but now it's hard to do my homework and there are always strange people around. Don't tell my mom this, okay? I always tell her I'm fine. She worries a lot and cries.

—*Journal for a Just and Caring Education*.

Can you feel Monica's struggle to maintain a normal life? Discuss her situation and how would you handle this predicament if you lived in the shelter and knew that you would have to move again within 30 days.

## **CONCLUSIONS:**

1. Homelessness is a devastating experience for families. It disrupts virtually every aspect of family life, damaging the physical and emotional health of family members, interfering with children's education, and frequently resulting in the separation of family members.
2. Homeless youth face difficulties attending school because of legal guardianship requirements, residency requirements, proper records, and lack of transportation.
3. Homeless youth face severe challenges in obtaining an education and supporting themselves emotionally and financially.
4. Homelessness is a tragic and paradoxical phenomenon in the United States—poverty and pain in the land of plenty. —Educational Policy.
5. Homeless youth, because of their age, have few legal means by which they can earn enough money to meet their basic needs. Many homeless adolescents find that crime or exchanging sex for food, clothing, and shelter is their only chance of survival on the streets.
6. Humanity will be measured against how we have treated those at the margins of our society. —Mother Teresa.
7. Working directly with homeless people is one of the best ways to learn about homelessness.

## **BRINGING IT HOME:**

1. Work at a shelter, perhaps an evening or overnight shift. Help with clerical work, answer phones, type, file, and sort mail. Serve food, wash dishes, and sort or distribute clothes.

2. Help build or fix up houses or shelters: check with your local public housing authority or Habitat for Humanity. Their national number is 1-800-422-4828 and Web address is <http://www.habitat.org>.
3. When doing spring or fall cleaning, keep an eye out for clothes that you no longer wear and donate to organizations that provide housing for homeless. Encourage your CAP comrades to do the same.
4. Contact your local soup kitchens, shelters, and homeless benefit societies and ask what kind of food donations they need. Organize a food drive asking your CAP unit to assist.
5. Children living in shelters have few possessions, especially toys. Purchase a toy as these children often have nothing to play with and little to occupy their time.
6. When having a party, consider giving three percent of total expenses to a local shelter. Also consider doing the same of cash received from birthdays and graduations. Let your beneficiary know that you supported the homeless with their gift.
7. Give your recyclable bottles, cans, and newspapers to the homeless so they can sell, instead of taking them to a recycling center or leaving them out for city or county collection.
8. Prepare "survival kits" with items like cups, pots, pans, soap, shampoo, toothpaste, toothbrushes, and cosmetics to give to homeless people. During cold weather organize a drive for blankets, coats, hats, scarves, mittens, and socks.

## WEAPONS

### THEME: SHOULD HANDGUNS BE BANNED?

#### OPENERS:

1. There are approximately 192 million privately owned firearms in the United States, 65 million of which are handguns. –Centers for Disease Control and Prevention, *Firearm Facts*.
2. In 1996, 6,548 young people between 15-24 years old were victims of homicide. In the United States, 18 youths die each day of homicides. –National Summary of Injury Mortality Data, 1988-1996.
3. The United States, the most powerful and most envied nation, has a homicide rate that is three times as high as that of Western Europe, five times that of the United Kingdom, and nearly 10 times higher than Japan's. –John W. Sorrelle, Jr.
4. In 1994, firearms were the number two killer of men and women 10-24 of age, second only to motor vehicle crashes. –Centers for Disease Control and Prevention, *Firearm Facts*.
5. Blessed are the peacemakers, for they will be called children of God. –Matthew 5:9.
6. Then said Jesus unto him, "Put up again thy sword into his place: for all they that take the sword shall perish with the sword." –Matthew 26:52.
7. Approximately three nonfatal firearm injuries occur for every death associated with a firearm. –*Journal American Medical Association*.
8. People living in households in which guns are kept have a risk of suicide that is five times greater than for households without guns. –*New England Journal of Medicine*.
9. The key to keeping kids safe around firearms is education. –National Rifle Association.
10. More fun than shooting your neighbor's cat. –Ad for a video game.
11. Violence is as American as the Fourth of July and cherry pie. –H. Rap Brown.
12. I was scared. ... I was weak and couldn't move my arms and legs. I was blurry. I couldn't make out certain objects. I couldn't see out of the corners of my eyes. Everything was jumbled up, like words on paper. –Queens, NY teenager with a bullet lodged in his brain from an apparent accident.
13. Children killing children has become one of the most disturbing trends of the century. In the past 20 years, homicide has become the second leading cause of death for young Americans between the ages of 15 and 24. And for children 10 to 14, homicide is now the third leading

cause of death. –Centers for Disease Control and Prevention, *National Summary of Injury Mortality Data*.

14. Americans own 65 million handguns, 1 of every 3 privately owned guns. –*Under the Gun*.

15. Each year, millions of American handgun owners engage in informal target shooting; hundreds of thousands participate in thousands of handgun matches. Handgun sports have grown dramatically in the last thirty years. Handguns are used for hunting in 45 states. –National Rifle Association.

### **DISCUSSION PROBES:**

1. In 1995 alone, 35,957 Americans died from homicides, suicides, and accidents involving firearms. By comparison, 33,651 Americans were killed in the Korean War and 58,148 Americans were killed in the Vietnam War. Discuss the statement, "We are involved in warfare against ourselves." Is this an overstatement?

2. In 1996, handguns were used to murder 2 people in New Zealand, 15 in Japan, 30 in Great Britain, 105 in Canada, 213 in Germany, and 9,390 in the United States. Many people who visit the United States from other industrial nations look upon the United States as "a sick society." Are they right? Explain.

3. A study indicates that by the time a typical American child turns 18, he or she has seen 40,000 "play" murders and 200,000 dramatized acts of violence. Does the entertainment industry market violence to children? Will an anti-school-violence campaign similar to the campaign against Joe Camel be successful? Why or why not?

4. Discuss if it would be helpful if individual students took and signed the following pledge.

**I will never bring a gun to school;  
I will never use a gun to settle a dispute;  
I will use my influence with my friends to keep them from using  
guns to settle disputes.**

5. Public health officials state that one of the first steps in preventing violence is to identify key factors for violence. Identify some factors relating to the individual, family, peer/school and neighborhood and discuss possible interventions for these risk factors.

6. The girlfriend of one of the two Columbine High gunmen said that they gave her money to buy three weapons at a gun show but she claimed she had no idea of the bloodbath they were planning. Should she be held responsible for her actions? Under federal law, an 18-year old without a felony record can legally furnish minors with rifles and shotguns. Did she play a role in the massacre? What do you think?

7. The American Medical Association House of Delegates has adopted a policy recommending that when students are caught with guns or other weapons at school, they should receive a mental health evaluation. Do you agree with this policy? Why or why not?

8. A survey by *Population Today* found that almost 25 percent of teens have easy access to guns at home, and teens living in homes where guns are kept are more likely to behave violently and are also more likely to contemplate or attempt suicide. Discuss why this is feasible.

## **CONCLUSIONS:**

1. Violent injury and death disproportionately affect children, adolescents, and young adults in the United States.

2. Individual choices and actions like signing pledges against handguns, when multiplied by those of young people throughout the country will make a difference in reducing the number of handguns in schools.

3. Violent kids aren't born bad; they have to be taught. And for some, it's a lesson learned at home.

4. While TV and movies alone do not create a violent society, they do desensitize us to the effects of violence. By continuously witnessing graphic images of human brutality we get use to it.

5. The overwhelming majority of American kids are good kids. The overwhelming majority of our schools are safe. Our responsibility is to help the small percentage of kids who are going bad not to become bad.

6. Handguns are so pervasive in America that sometimes we forget the price we pay for all-too-easy access to handguns.

7. The Second Amendment guarantees Americans the right to bear arms: it doesn't require us to take our sights off common sense.

## **BRINGING IT HOME:**

1. Discuss with your commander how your CAP unit might sponsor a "no guns" in school pledge signing event.

2. Create a role-play where you can contribute to neutralizing a violent situation without getting yourself or others hurt.

3. Students need to feel free to report gun possession at school. Check and see if your school has an anonymous hotline or other reporting system. Make it clear to your classmates that weapons possession is not a disciplinary issue; it's a criminal offense.



4. Check and see if your school has a comprehensive school safety plan. If not, volunteer your services to assist in developing one. The best plans include input from parents, students, school staff, law enforcement, religious, business, and other community leaders.
5. Encourage your school library to buy a copy of *The Second Amendment: The Right to Own Guns* by Freya Ottem Hanson (The Constitution Series) Enslow, 1998. The author gives an excellent presentation of case studies debating both sides of the argument.
6. Get involved in a youth-driven group designed to keep guns out of schools. If in need of information and material, contact Mr. Joshua Horwitz, Executive Director of the Washington, D.C. –The Educational Fund to End Handgun Violence. His telephone number is 202-530-5888, ext. 28 or write him at 1000 16<sup>th</sup> St. NW, Suite 603, Washington, DC 20036-5705. Web address: [www.mjcnet.com/anti-gun/efehv.htm](http://www.mjcnet.com/anti-gun/efehv.htm).
7. Learn firearm safety in National Rifle Association (NRA) programs offered through civic groups such as the Boy Scouts, Jaycees, the American Legion, and schools. For more information, call NRA's Education and Training Division, at 703-267-1500. Web address: [www.nra.org](http://www.nra.org).
4. Focus on finding solutions and not on assigning blame.
5. Know what are and what are not your responsibilities.

## **MISTAKES OR MISDEMEANORS**

### **THEME: WHEN LEADERS MESS UP.**

#### **OPENERS:**

1. A mistake is an unintentional error; a blunder; a slip-up. A misdemeanor is a wrong one commits; it is a crime that is illegal.
2. We all make mistakes. –Universal proverb.
3. Our aim is not to make mistakes; we seek to do it right the first time, every time.
4. The person who makes no mistakes does not usually make anything. –E. J. Phelps.
5. Experience is the name everyone gives to his or her mistakes. –Oscar Wilde.
6. People will make honest mistakes in the course of their military endeavors. These mistakes are a normal part of our people gaining experience as they grow and progress in their careers. When they commit honest mistakes, our troops must acknowledge them, take the necessary corrective action, and then press on. –General Ronald Fogleman, former Chief of Staff of the Air Force.
7. When an individual exhibits personal negligence, misbehavior, or disobedience, that is not a mistake—it's a crime. And crimes are matters of serious concern for superiors. Thus, if a service member willfully ignores Air Force standards, falsifies reports, disobeys a superior, engages in inappropriate off-duty behavior or the like, then we must immediately take the appropriate disciplinary action. –General Fogleman.
8. Seeking avidly to place blame can be nothing but a smoke screen for diverting attention from your own fault.
9. In close-knit organizations blame for a mishap usually is shared.
10. Parents often attribute crimes committed by their children as terrible mistakes.

#### **DISCUSSION PROBES:**

1. Discuss how you might know when you have crossed the line from a thoughtless mistake to a deliberate violation of a rule or law.
2. Discuss how you can avoid making mistakes. What works?
3. Have everyone share a funny story about a mistake you have made in your CAP experiences. Discuss why it is good to remember these kinds of stories.

4. Discuss how you feel when a superior points out a violation in the way you are wearing your uniform.
5. Should you have higher expectations of the behavior of your CAP senior leaders? For example, should a cadet lieutenant be forgiven for a mistake? What about a cadet colonel? Should the same ground rules apply to senior members? Why or why not?
6. Create a list of great leaders who made serious errors of judgment. Discuss why you think they did not lose their ability to lead.
7. Is a military person ever “off-duty?” What are the differences between a civilian who is off the job and a military member who is off-duty? As a CAP cadet, do you behave differently when you put on your uniform? Why or why not?
8. Should public officials and military leaders be held to higher standards of behavior than their peers should in civilian life?
9. Discuss why some teens delight to brag about how they got away with breaking the law.
10. Some churches believe that “a sin is a sin;” that is, all sins are equally bad. Are all mistakes equally bad? Are all crimes equally bad?

## **CONCLUSIONS:**

1. Our mistakes keep us humble; our crimes may put us in jail.
2. Forgiving does not necessarily mean that you erase from your memory a past event.
3. Nothing you do wrong can get God to love you less than He did when you did things right. Nothing need ever separate you from the love of God. Being right is not the most important thing in the world. Being forgiven is. –Lewis Smedes, *Choices*.
4. Frequently the cause for something going wrong is more complicated than it first appears.
5. Behaviors have consequences.
6. Being forgiven does not mean you do not have to face consequences.
7. Take a healthy look at your own shortcomings before you heap ridicule on someone else’s.
8. Mistakes are often private; breaking the law is a public matter.

**BRINGING IT HOME:**

1. Instead of placing blame when something goes wrong, seek to develop an attitude of asking what you can learn from such a situation.
2. When someone encourages you to “color outside the lines,” make sure that your behavior is appropriate and you are aware of the consequences of your actions.
3. Pay attention to the news: You can learn where the boundaries between mistakes and crimes are.
4. Before doing something about which you have doubts, ask yourself, “What is the worse thing that could happen if I do it?”
5. Encourage a CAP member who has messed up to get beyond the problem.

## STEREOTYPES

**THEME: LETHAL; NOT LAUGHABLE.**

**OPENERS:**

1. Stereotype: a standardized mental picture that is held in common by members of a group and that represents an oversimplified opinion, prejudicial attitude, or uncritical judgment.  
–Webster’s Collegiate Dictionary.
2. Regardless of the ethnic composition, some students in most, if not all, American high schools (including Columbine) are identified by a variety of stereotypical terms, such as jocks, techies, nerds, and greasers.
3. Eddie Murphy’s Fox-TV comedy *The PJs* has drawn criticism from some groups that have charged that the show negatively depicts Blacks and caves in to stereotypes. Najee Ali, head of Project HOPE, told the *Los Angeles Times*: “This show is very unbalanced and does not have one positive character in it. This series is a slap in the face and makes a joke out of people’s suffering and poverty. It is offensive to anyone who has lived in the projects, in poverty or has an alcohol or drug problem. Murphy is ill informed and insensitive.”
4. Welcome to Hollywood, where Arabs long ago replaced “redskins” and Japanese as villains of choice. Jack Shaheen, a Lebanese-American scholar who wrote *The TV Arab*, says the television and film portrayals of Arabs is invariably negative. No other ethnic group has come in for such consistently negative portrayals as wily crooks, drug dealers, warlords, and terrorists; mainly terrorists. Concerning the film *The Siege*, Ibrahim Hooper of the Council on American-Islamic Relations has added that other images and characters give the impression that every Muslim student, business owner, and activist should be considered a possible threat. Such stereotyping has led to violent attacks, verbal abuse, and death threats against Arabs in America.
5. Essays such as Susan Jane Gilman’s, *Klaus Barbie and Other Dolls I Would Like to See*, provide insight into the challenges of young women who grew up feeling as if they had to compete with the pert and impossibly perfect Barbie, instead of seeking their own definition of beauty and self-acceptance.
6. With Rust Belt envy of Sun Belt growth, you could say the South has risen again. Once the most maligned American region, it is now for many a symbol of economic success. But there’s one major exception: Appalachia. Always part of the mythical South, Appalachia continues to languish backstage in the American drama. In the popular mind, at least, still dressed in the garments of backwardness, violence, poverty, and hopelessness once associated with the South as a whole. –Nina C. Ayoub

7. According to a 1998 survey, the prevalent stereotype of American homeless as long-term drifters or skid-row habitues is woefully out-of-date. Sixty-one percent said they had been homeless for less than a year. Women and children comprised 66 percent of those surveyed, with 12 percent of the children under 18. —*Christian Century*

8. During the 1990's, *The New York Times*' coverage of Japan became much more varied. This was a big change from the previous decade, when reporting on Japan was confined primarily to business, the economy, and political matters. If we consider the fact that accumulated stereotypes and biased images of Japan in the U.S. media once led to the incarceration of Japanese Americans in relocation camps during World War II, we must watch U.S. media foreign coverage very carefully. —Otake Hideko.

9. A color photograph on the cover of *The Arizona Republic* depicted a group of young male Hispanics in jailhouse uniforms, shackled together and handcuffed, arriving at a new "tent city" jail in Phoenix. Deputy Managing Editor John D'Anna said that he winced when he saw the photograph, "We've had complaints from both the African-American and Hispanic communities that the only time they see themselves in the paper is when they do something wrong.... It's a concern for us and we need to get more diversity in the paper."

10. Jim Rome, the host of a syndicated radio sports show in southern California, had said that "soccer is not a sport" and that anyone who cares about it is "stupid." During the World Cup in 1998, he said that "any game whose star players had only one name could not be American." They should "get a real American name like Mike or Bob." —*Journal of Sport and Social Issues*

11. In a study of juror decision-making in a rape trial where there was only marginal evidence of guilt, black and white participants both rated an opposite race defendant as more guilty of the crime than a same race defendant. —*Journal of Early Adolescence*.

12. In a 1970 survey, women were characterized as indecisive, subjective, passive, unfamiliar with the ways of the world, and unable to separate feelings from ideas. In a 1990 survey, however, these traits had disappeared and women were considered to be intelligent, logical, feminist, independent, adventurous, dependable, and skilled at relationships. In 1970, men were regarded as objective, savvy, and assertive; but by 1990, these traits were replaced by friendliness, gentleness, and caring, as well as jealous, temperamental, deceptive, narrow-minded, and heedless of consequences. —*Psychology Today*.

13. White men can't jump!

14. It was a painful and soul-searching moment for the Nation when Matthew Shepherd was buried in Casper, Wyoming. The details of his murder have been a public horror—he was singled out, apparently, because he was gay, tied to a fence, beaten and left in a coma in the chill of the night. His death at the tender age of 21 has brought home to the American public as nothing else ever has the menace and hatred that homosexuals still face in being honest in the United States. —*The New York Times*.

15. Russell Henderson, one of the alleged assailants in the Shepherd case, is a former honor roll student and an Eagle Scout. –*People*.

### **DISCUSSION PROBES:**

1. What stereotypes have you observed? In school? On television or in the movies? In CAP?
2. What impact do terms such as jock, nerd, techie, or similar terms, have at your school?
3. “So God created man in his own image; in the image of God he created him; male and female he created them.” –Genesis 1:27-28. Are stereotypes consistent or inconsistent with this claim?
4. “We hold these truths to be self-evident, that all men are created equal.” –*The Declaration of Independence*. When the Founders wrote these words, in all likelihood they did not include in their thinking women, Native Americans, and slaves. Who is included in this statement? Are any people excluded in CAP?
5. Discuss the extent you think that stereotypes have contributed to “ethnic cleansing” in various locations.
6. The United States is the fifth-largest Spanish-speaking country in the world. More than 2.7 million natives of the Middle East live in the United States. Discuss the difficulties these and other minority peoples in America have in being granted equal rights.
7. Discuss how a CAP member’s ethnic background helps or hinders him or her.

### **CONCLUSIONS:**

1. Stereotypes can cause people to be treated unfairly, if not cruelly, depriving them of the opportunity to develop their potential. If stereotypes had not existed, how many more George Washington Carvers or Colin Powells would have enriched our nation?
2. I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood . . . I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin, but by the content of their character. –Dr. Martin Luther King, Jr.
3. The great social adventure of America is no longer the conquest of the wilderness but the absorption of fifty different people. –Walter Lippmann.
4. America is great because America is good, and if America ever ceases to be good, America will cease to be great. –Alexis de Tocqueville.
5. All things are connected like the blood, which unites one family. –Chief Seattle.

6. Old dogs care about you even when you make mistakes, and God bless little children when they're still too young to hate. –Tom T. Hall, song writer.

7. There is one God looking down on us all. We are children of the one God. –Chief Geronimo.

8. I do not want my house to be walled in on all sides and my windows to be shut. I want the cultures of all lands to be blown about my house as freely as possible. –Mahatma Gandhi.

### **BRINGING IT HOME:**

1. Watch the movie, “Guess Whose Coming to Dinner.” Think about the ways in which our culture has changed and not changed since it was filmed.

2. Make a list of the different racial and ethnic backgrounds of your CAP unit members.

3. Make a point of learning about the ways of new minorities in your area.

4. Verbally object when someone utters racial or ethnic slurs.

5. Be wary of stereotypes in your own life. Try your best to overcome them.



## PERFORMANCE ENHANCERS

### THEME: WHAT PRICE IS GLORY?

#### Openers:

1. Performance enhancers are legal and illegal substances used by athletes to improve performance.
2. Although illegal, athletes have used male hormones (testosterone and its chemical derivatives—anabolic steroids) for years to increase their mass, strength, and performance. A number of Olympians have been suspended for illegal usage, including Ben Johnson, the Canadian sprinter, and Randy Barnes, the American shot putter. –*Men's Fitness*.
3. Because the body converts testosterone to estrogen, men on anabolic steroids may feminize as they get stronger, developing high-pitched voices, shrinking testicles, and enlarged breast tissue. Women popping steroids may notice breast reduction, deepening voice, and male pattern baldness. Steroids can also stunt growth in teenagers by closing their growth plates. Steroid users also run the risk of liver tumors, surging cholesterol levels, and behavioral changes ranging from mere assertiveness to the infamous “roids rage.” –*Healthwise*
4. In the early 90's, a study found that 6.6 percent of male high school seniors had experimented with at least one steroid. –*Sports Illustrated*.
5. In 1998, a survey revealed that 2.7 percent of Massachusetts middle-school athletes were using steroids. –*Pediatrics*.
6. Androstenedione (andro), the biochemical precursor to testosterone, is banned by the NFL, NBA, International Olympic Committee, and the NCAA, but not by Major League Baseball. Since 1998, when Mark McGwire hit 70 home runs and admitted he used andro, sales to adolescents have increased 500 percent. –*Healthwise*.
7. People assume that andro isn't harmful, but nobody has really looked at its anabolic capabilities. Andro is related to testosterone, so there's little reason to doubt their effects are similar. –Gary Wadler, M.D., Associate Professor of Medicine, New York University.
8. We can't support or rebuke the effectiveness or safety of andro because there is no body of scientific literature upon which to draw any conclusions. –David Person, Human Performance Laboratory, Ball State University.
9. According to extensive literature, creatine, a training supplement composed of three amino acids, seems to be an effective energy source that boosts body mass and performance. –Gary Wadler, M.D., Associate Professor of Medicine, New York University.

10. The expectations of creatine far outweigh the returns. The jury is still out on creatine's value as a training aid. –Dr. Ron Terjung, Professor of Physiology, University of Missouri.

11. Some training rooms are becoming more cautious about supplying creatine. Athletes who have taken creatine have reported such problems as cramping and diarrhea, although the problems end after creatine use is stopped. Any severe long-term effects creatine could have on the body are not known yet. –Dr. Mark Jung, University of Washington.

12. Do you not know that your body is a temple of the Holy Spirit within you, which you have from God? You are not your own; you were bought with a price. So glorify God in your body. –*I Corinthians 6:19-20*.

13. Never value the advantage derived from anything involving breach of faith, loss of self respect, hatred, suspicion, insincerity, or the desire for something that has to be veiled and curtailed. –Marcus Aurelius.

### **DISCUSSION PROBES:**

1. Why should steroids be banned from athletics?
2. Should andro be banned?
3. Even if andro is permitted in Major League Baseball, should athletes use it?
4. Should McGwire's home run record be identified with an "andro asterisk?"
5. If you were thinking about using creatine as a training supplement, what factors would you consider?
6. In pursuing fame and fortune in athletics, can dishonesty and great risk to the body ever be justified ethically?
7. To become a competitive athlete, are performance enhancers a magical substitute for natural ability and hard work?
8. To be a person of integrity, must you be honest in all things?

### **CONCLUSIONS:**

1. My apprehension about anabolic steroids is that while they certainly pile on the weight, changing a puny 209-pound guard into a 263-pound terror in 1 year, they probably do so at the risk of physiological and sexual alterations which cannot be reversed. That's too high a price for a contract which will probably run no more than 3 ½ years. –James Michener, novelist.

2. Being the first to cross the finish line makes a winner in only one phase of life. It's what you do after you cross the line that really counts. –Ralph Boston, Olympic long-jump champion.
3. As performance enhancers, steroids are illegal and potentially dangerous. Although legal in Major League Baseball, many doctors are concerned about the effects of andro. The “jury is still out” on creatine.
4. Champions are not made in gyms. Champions are made from something they have deep inside of them—a desire, a dream, a vision. They have to be a little faster, they have to have the skill and the will. But the will must be stronger than the skill. –Muhammad Ali.
5. For what will it profit a man, if he gains the whole and forfeits his life? –*Matthew 16:26*.
6. For when the one Great Scorer comes to write against your name, He marks—not that you won or lost—but how you played the game. –Grantland Rice, *Sports*.
7. As athlete, I truly ascribe to the ideal of a level playing field. In endurance sports, this means, first and foremost, an equal opportunity to prepare. Anabolic steroids allow for more intense training and speed the recovery process. –Frank Shorter, 1972 Olympic marathon champion.

### **BRINGING IT HOME:**

1. Continue to follow the debate concerning andro and creatine. Maintain a display of relevant articles at CAP.
2. Evaluate your own health practice (diet, exercise, etc.). Monitor them daily by maintaining a journal.
3. Invite a strength coach to a CAP meeting to discuss training techniques.
4. Always consult a doctor before taking medication or dietary supplements.
5. Determine how hard you are willing to work to achieve in athletics.
6. Apply ethical values to everything you do.

## ADDICTION

### THEME: HAVE WE LOST THE WAR?

#### OPENERS

1. Nearly 9 out of 10 high school seniors in America report they have experimented with alcohol. Within this group, three of 10 report alcohol abuse (defined as the consumption of five or more drinks in a row at least once during the past two weeks). Three out of four teens report a pattern of regular drinking, and more than 100,000 children aged 10 or 11 report they get drunk once a week. –*Teen Substance Abuse*.
2. The National Institute on Drug Abuse reports a sharp rise in adolescent use of marijuana as well as increases in the use of stimulants, LSD, inhalants and cigarettes. Significant use of “gateway drugs,” such as cigarettes and beer, are seen as early as the fourth. Alcohol experimentation increases from 6 to 7 percent between the fourth and sixth grade. –*Monitoring the Future Study*.
3. Some of the following stories could be about people you know. A 19-year-old overdoses on tranquilizers. A 21-year-old sits in jail after robbing a drive-in grocery to get money for crack cocaine. A 16-year-old limps painfully, as she will for life, from broken bones sustained from a wreck caused because her date was driving drunk. –Compiled from newspaper reports.
4. As gambling has become more common in the United States, researchers have concluded that some people are genetically predisposed to certain gambling behaviors. –Washington University School of Medicine in St. Louis and the Veterans Affairs Medical Center in St. Louis.
5. Between 5 to 8 percent of American and Canadian teenagers have a serious gambling problem, nearly twice the incidence found among adults. –*American Psychological Association*.
6. With the exception of Hawaii and Utah, every state in America offers some form of legal gambling. –*American Gaming Association*.
7. Hazelden Foundation conducted a survey of smokers that compares nicotine addiction to that of alcohol, heroin, and other drugs. Smokers averaged trying to quit 10.8 times before achieving success. –*Alcoholism and Drug Abuse Weekly*.
8. An estimated one million Americans use steroids substitutes to improve their athletic performance. –*Current Health*.
9. Over 60 percent of the illegal drug production worldwide is consumed in the USA. –The Bureau for Employee Education.

10. More than 5 million Americans are pathological or problem gamblers, and 15 million more are at risk. –National Gambling Impact Study Commission.

11. Over 1.4 million people in the United States sought formal treatment for their alcohol and drug abuse in 1995, and countless more individuals are addicted to harmful substances. –Statistical Abstracts of the United States, U.S. Department of Commerce.

12. More than 6,000 youths under the age of 18 try a cigarette each day and half of those become daily smokers. In 1996 about 1.3 million people under the age of 18 became daily smokers. –Centers for Disease Control.

### **DISCUSSION PROBES:**

1. It is becoming increasingly easy to gamble in the United States. Do you know any one who has problems with gambling? Do you know anyone of the age of your fellow cadets who have problems gambling? Discuss the consequences if this behavior gets out of control.
2. Teens are experimenting with and abusing addictive substances in epidemic proportion, and their primary frame of reference—other adolescents—are reinforcing this behavior. Why is peer pressure so great?
3. The best prevention efforts of schools and communities have not significantly impacted alcohol and other drug use or the belief system that supports continued use for the adolescent population. Why? Could your CAP unit make a difference?
4. As late as the early 1990s, traditional inpatient treatment for substance abuse was 28 days in the hospital with a significant aftercare program that allowed for involvement of family as well as the teen in treatment. Managed care has decreased the allowed inpatient stay to 7- to 10-days, and sometimes even less. Aftercare insurance coverage has also been significantly cut back. Inpatient beds for adolescents from indigent families are very scarce. Realizing that above factors are out of our control and that it is very difficult to get inpatient hospital help, it is very important that we stop drug use before it gets started. How can your CAP unit fight drug use?
5. Discuss the ways in which your CAP unit can help expel drugs from your school. Include in your discussion the importance of helping other students stay drug free and discuss ways to build self-esteem (self-worth)
6. Binge-drinking. American undergrads weekly drink the equivalent of six million gallons of beer. What price is paid for this excess? Discuss the culture of alcohol and its dangers in your school.
7. Does advertising promote teen drinking, smoking, and gambling? Are the ads effective?
8. What do you think of expelling teens who drink and/or use drugs from school? From CAP? Should smoking and gambling also be added to the expulsion list? Why or why not?

9. Quiz the cadets in your unit to test their knowledge about drug abuse. Copy this quiz and pass it out. Give them time to complete it. Then, lead a discussion based upon the answers. (Source: National Council on Alcoholism and Drug Dependence)

1. During which period(s) was drug abuse a problem in the United States?
  - a. during the Civil War
  - b. in the 1950s
  - c. in the 1960s
  - d. all of the above
2. Which age group has the highest percentage of drug abusers?
  - a. 10-17
  - b. 18-25
  - c. 26-35
  - d. 36-60
  - e. 62 and over
3. How do most drug users make their first contact with illicit drugs?
  - a. through "pushers"
  - b. through their friends
  - c. accidentally
  - d. through the media
4. Which is the most commonly used drug in the United States?
  - a. marijuana
  - b. alcohol
  - c. cocaine
  - d. heroin
5. Which of the following poses the greatest health hazard to most people in the United States?
  - a. cigarettes
  - b. heroin
  - c. codeine
  - d. LSD
  - e. caffeine
6. Which of the following is not a narcotic?
  - a. heroin
  - b. marijuana
  - c. morphine
  - d. methadone

7. Which of the following is not a stimulant?
  - a. amphetamine
  - b. caffeine
  - c. methaqualone
  - d. methamphetamine
8. Which of the following drugs does not cause physical dependence?
  - a. alcohol
  - b. morphine
  - c. peyote
  - d. secobarbital
  - e. codeine
9. Which of the following poses the highest immediate risk to experimenters?
  - a. inhalants
  - b. marijuana
  - c. nicotine
  - d. LSD
10. Overall, why is intravenous injection the most dangerous method of using illicit drugs?
  - a. because the drugs enter the system so rapidly
  - b. because non-sterile equipment and solutions can cause serious complications
  - c. because users usually get a larger amount of the drug by this method
  - d. 1 and 3 only
  - e. 1, 2, and 3
11. When does a person who uses heroin become physically dependent?
  - a. immediately (first time)
  - b. after four or five times
  - c. after prolonged use (20 times or more)
  - d. different for each person
12. Which of the following has (have) been used effectively to treat drug abusers?
  - a. methadone maintenance
  - b. detoxification (medically supervised drug withdrawal)
  - c. drug-free therapy
  - d. psychotherapy
  - e. all of the above
13. Which of the following are the social costs of drug abuse?
  - a. loss of employee productivity
  - b. increased possibility of auto accidents
  - c. depletion of already scarce drug abuse resources
  - d. 1 and 3 only
  - e. 1, 2, and 3

14. What is the most unpredictable drug used on the street today?

- a. PCP
- b. heroin
- c. LSD
- d. alcohol



## ANSWER TO THE QUIZ

1. (d) All of the above. Drug use is as old as history and certain periods of United States history are associated with special drug abuse problems. During the Civil War, for example, morphine was used as a painkiller. Morphine's addictive properties were not understood, and many soldiers became dependent on it. Throughout the century, there were periods of "drug scares" created by the use of cocaine at the turn of century, heroin in the 1920's marijuana in the 1930s, and heroin again in the 1950s. The 1960s saw a social explosion of drug use of all kinds from LSD, to heroin, to marijuana.
2. (b) 18-25
3. (b) Through their friends
4. (b) Alcohol. Many people in the United States have trouble with alcohol, and estimates show that about 10 million are dependent on the drug.
5. (a) Cigarettes. Approximately 300,000 deaths annually from coronary disease, other heart disease, lung cancer, respiratory disease, and other types of cancer have been linked to smoking.
6. (b) Marijuana. In the past marijuana was legally classified as a narcotic, but it isn't now. Marijuana's psychopharmacological effects (the way a drug works on a person's mental and physical) differ from the effects of narcotics.
7. (c) Methaqualone. Methaqualone is a non-barbiturate, sedative-hypnotic called a "lude" or "soaper" on the street. But it, like the stimulate drugs, is also a drug of abuse.
8. (c) Peyote. Physical dependence on mescaline (the active ingredient of the peyote cactus) or other hallucinogens has not been verified.
9. (a) Inhalants. Sniffing aerosols or other volatile substance can result in immediate death.
10. (e) The danger of contracting AIDS, hepatitis, or other infections is often overlooked by drug users who inject with non-sterile equipment.
11. (d) Different for each person. Although the time it takes for a person to become physically dependent on heroin varies, we do know that repeated use ultimately causes physical dependence. Some people become physically dependent after using heroin as few as three or four times.
12. (e) All of the above. All have been used successfully, both individually and in combination, to treat drug abusers.
13. (e) Hours lost from productive work, increased traffic accidents caused by driving under the influence of drugs, and dollars on treatment and law enforcement programs. These are the social costs we all pay, one way or another, for drug abuse.

14. (a) Phencylidine (PCP, “angel dust”). Phencylidine is an unpredictable and highly dangerous drug. Its use has been associated with bizarre and violent behavior, with accidents, and with psychotic episodes.

### **CONCLUSIONS:**

1. Brothers Frederick and Steven Barthelme both became addicted to gambling on Casino boats in Mississippi. They gambled away their paychecks, savings, and inheritance and were later indicted for gambling felonies. –*New Yorker*.
2. The results of a government survey indicate that a majority of youths in the juvenile-justice system have substance abuse problems. –*Alcoholism and Drug Abuse Weekly*.
3. Adolescent substance abuse continues to be an epidemic in the United States. It crosses geographic, economic, gender, racial, and ethnic boundaries. More than a decade of national, state, and local prevention efforts have been minimally effective.
4. It takes courage to face life as it is instead of peering at it through a drug-induced haze. It takes courage to cope with problems instead of coping out through drugs.
5. America’s youth is gambling more than ever.
6. Effective anti-drug groups keep young people away from bad choices by giving them good options.
7. The real odds of winning a state lottery are approximately fourteen million to one, the same odds as being hit by lightning seven times while waiting in the lottery line.

### **BRINGING IT HOME:**

1. If you are using drugs and you want help to quit, there are several ways to get the help you need.
  - Talk to your parents and then go to your doctor for medical advice.
  - You can get help from your pastor or rabbi.
  - You could talk to a school counselor or teacher.
  - Your community may have a drug abuse hot line. Check the telephone directory, or call information.
  - If there’s no one else to who you want to talk, call your city or county health clinic and ask for advice.
2. One third of all school children receive at least one prescription or over-the-counter drug every 48 hours. Request information from your health care providers and parents about your medications and possible side effects.
3. If you or someone you know has an alcohol, drug, or gambling problem, call Keystone

Treatment Center at 1-800-992-1921. Or contact the following Web sites for additional information and help:

- [www.niaaa.nih.gov](http://www.niaaa.nih.gov) –The National Institute on Alcohol Abuse and Alcoholism
- [www.ncadd.org](http://www.ncadd.org) – National Council on Alcoholism and Drug Dependence (NCADD)
- [www.alcoholics-anonymous.org](http://www.alcoholics-anonymous.org) – Alcoholics Anonymous
- [www.al-anon.alateen.org](http://www.al-anon.alateen.org) – Al-Anon Family Group Headquarters
- [www.gamblersanonymous.org](http://www.gamblersanonymous.org) – Gamblers Anonymous International Service Office

4. Reflect upon the following lines from *Transcendental Etude* by Adrienne Rich, and write down you impressions and share with another CAP cadet.

But there come times—perhaps this is one of them—  
When we have to take ourselves more seriously or die.

5. A profound African saying tells us “It takes a whole village to raise a child.” Can it be any less for promoting addiction-free health? Write your response in your journal and share with another CAP cadet.

**A GUIDE FOR CADET DISCUSSION LEADERS****DO'S**

- Be sure group members know one another
- Involve everyone
- Be open-minded to views of others
- Be a good listener
- Be friendly
- Stay focused on the subject
- Consider each cadet's viewpoint
- Encourage everyone to participate
- Listen respectfully when others are talking
- Think ahead of the group so you can steer the discussion
- Start and stop on time
- Lead by asking skillful questions
- Ask thought-provoking questions

**DON'TS**

- Talk too much
- Argue
- Put down anyone in the group
- Let higher-ranking cadets dominate the discussion
- Run overtime
- Be too serious
- Use words the group does not understand
- Give advice
- Make negative gestures
- Just let your friends talk
- Force your own opinion
- Act like a "know-it-all"
- Lose your temper
- Use distracting mannerisms

## Civil Air Patrol Chaplain Service Moral Leadership Program

### Planning Guide for Values for Living Seminar

NAME OF SQUADRON/UNIT/ACTIVITY: \_\_\_\_\_

DATE OF PROGRAM: \_\_\_\_\_ TIME: \_\_\_\_\_ to \_\_\_\_\_

TOPIC: \_\_\_\_\_

*IAW CAPR 52-16 credit will be given to cadets who serve as a discussion leader or recorder.*

CADET DISCUSSION LEADER(S): \_\_\_\_\_

CADET RECORDER(S): \_\_\_\_\_

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*CAPR 52-16 requires cadets to record attendance on CAPF 66, Cadet Master Record.*

#### List of Cadets Participating

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Signature of Chaplain/Moral Leadership Officer

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Signature

## The Civil Air Patrol Chaplain Service

### Sample 1-Hour Timeline for Moral Leadership Session

<b>TIME</b>	<b>ACTIVITY</b>	<b>BEST WAY TO DO IT</b>
10 Minutes	Chaplain/MLO shares with cadets on the topic being discussed. Purpose: Build-up their interests.	Focus on “Openers.” Chaplain/MLO may use a variety of methods to include: current events, demonstrations, historical examples, etc.
5 Minutes	Form Small Groups. Purpose: Allows for maximum participation. Encourage cadet interaction.	Place cadets according to age in groups of 5 or 6. Be sure a discussion leader and recorder have been appointed for each group. Provide each discussion leader with “ <i>A Guide for Cadet Discussion Leaders</i> ” (Atch A) and a copy of the Discussion Probes. Provide each cadet recorder with pencil and paper.
30 Minutes	Small Group Discussion. Each group will have a discussion. The Chaplain/MLO oversees the group discussion process. Purpose: Cadets apply the topic to their personal experiences.	Chaplain/MLO reminds everyone when 5 minutes remain to allow closure in the discussion.
10 Minutes	Small groups reassemble into main group. Each recorder gives a 2-minute overview of the main points discussed in his or her group. Purpose: To hear what groups discussed.	The Chaplain/MLO reminds recorders to give only the main points. Summarize those points that reinforce the topic.
5 Minutes	Chaplain/MLO summarizes lesson objectives and main points. Purpose: To help cadets understand what they have heard and apply the topic to their own values.	Use your own words to wrap-up the topic, or use “Bringing It Home” statements. Apply the lesson to the life of cadets.

# CIVIL AIR PATROL

## Moral Leadership Program

Certificate of Achievement

is presented to cadet

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for successfully completing a moral leadership session as a

☐ Discussion Leader      ☐ Recorder      ☐ Group Member

Held on \_\_\_\_\_ (Month) \_\_\_\_\_ (Day) \_\_\_\_\_ (Year)

\_\_\_\_\_  
Chaplain/Moral Leadership Officer